A COMPARATIVE STUDY OF SELECTED PSYCHOLOGICAL VARIABLES IN RURAL AND URBAN SCHOOL VOLLEYBALL PLAYERS

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CHAPTER 1
INTRODUCTION

General Introduction

Our lives would not be the same without sports, which also provide countless social, psychological, and physical advantages. Here are a few important functions that sports play in our lives:

Physical Fitness: Participating in sports promotes overall health and physical fitness. Regular engagement in sports improves cardiovascular health, flexibility, strength, and coordination. It helps maintain a healthy body weight and reduces the chance of contracting chronic illnesses including obesity, diabetes, and heart disorders.

Mental Well-being: Through the instillation of fundamental values and skills, involvement in sports promotes personal growth. It helps people develop their self-control, perseverance, ability to create goals, and time management skills. Athletes develop the skills necessary to overcome challenges, cope with adversity, and develop a strong work ethic. These qualities are advantageous in many areas of life and don't only apply to sports.

Personal Development: Participating in sports fosters personal development by instilling important values and skills. It helps develop discipline, perseverance, goal setting, and time management. Athletes learn to overcome challenges, face adversity, and develop a strong work ethic. These qualities extend beyond the sports arena and are valuable in various aspects of life(Dunst, Hesse, and Ueberschär 2023).

Social Interaction and Teamwork: Sports provide platforms for interpersonal interaction and collective collaboration. Teammates are urged to collaborate, communicate, and work as a team, especially in team sports, which fosters togetherness and camaraderie. Sports participation, support, and enjoyment bring people from different backgrounds together, which promotes social integration. (2023).

Leadership and Sportsmanship: By allowing players to take initiative and make choices on the field or as team captains, sports foster leadership traits in their participants. Athletes develop excellent leadership skills, learn to take ownership of their actions, and inspire

others. Sports also promote sportsmanship by teaching participants to respect opponents, follow the rules, and play fairly—aspects that are crucial in a number of real-world situations. (Cabarkapa et al. 2023).

Setting Goals and Achieving Them: Players in sports establish objectives and work hard to achieve them. Whether it's improving one's own performance, taking the victory in a match, or attaining a specific milestone, the pursuit of objectives in athletics teaches individuals the importance of persistence, concentration, and hard effort. This method of thinking extends to various facets of life, including work, school, and personal goals.(Cojucaru AM; Cojocaru M 2016; Musa et al. 2022).

Health Awareness and Lifestyle: Playing sports increases awareness of the value of maintaining a healthy lifestyle. It encourages people to make thoughtful decisions about their diet, level of hydration, and general wellbeing. Sports may motivate people to develop positive habits, stop negative behaviors, and put their physical and mental health first. (Murer et al. 2023).

Entertainment and Recreation: Both athletes and spectators may have fun and relax when participating in sports. They provide exhilarating experiences, emotional ties, and a feeling of community, making them sources of amusement. Watching or taking part in sports may help people relax and find satisfaction in a common interest.(Navarro et al. 2023).

Overall, sports have a role in life that extends beyond just physical exercise. It has a good impact in many areas, including leadership, social interaction, leadership development, and general well-being, promoting a balanced and fulfilled existence. (Kathuria and Nanda 2013).

A well-liked team sport that is performed all around the globe is volleyball. Two teams, each with six players, compete against one another to earn points by attempting to hit a ball over a net and onto the opponent's court.(Article et al. 2015). The sport of volleyball has several advantages and has a big impact on people's lives:

Physical Fitness:A volleyball player needs strength, speed, agility, and coordination. Jumping, diving, and fast lateral movements are all part of this physically demanding sport. Volleyball practice regularly enhances cardiovascular stamina, muscular strength, flexibility, and general fitness levels.

Teamwork and Cooperation: As a team sport, volleyball promotes the value of collaboration and teamwork. To accomplish a shared objective, players must collaborate, coordinate their activities, and communicate clearly. Volleyball promotes teamwork, mutual respect, and friendship among teammates while imparting important lessons in cooperation and interpersonal relations.(Anon 2016; Majeed 2016; Mili 2016).

Communication and Decision-Making: Volleyball players must immediately express their objectives, call for the ball, and coordinate strategies with their teammates. It improves one's ability to communicate, make decisions, think critically, and adjust to changing game circumstances.

Social Interaction and Networking: Volleyball offers chances for networking and social contact. Volleyball draws individuals together, whether they are participating on school teams, in leisure leagues, or in professional clubs. These relationships and friendships go beyond the boundaries of the game. It provides a venue for meeting new people, developing social skills, and joining a group of people with similar interests.

Discipline and Mental Focus: Discipline, attention, and concentration are necessary for volleyball. In response to the ball, players must stay focused and respond swiftly, making split-second judgments. Individuals learn the value of mental toughness, being calm under pressure, and keeping a positive outlook from the sport, which may be transferred to other facets of life as well. (Gamit 2011; Srinivasan 2013).

Personal Development: Volleyball participation may help with personal growth. It assists people in establishing objectives, working to advance their abilities, and monitoring their development over time. In addition, volleyball instills traits that may be applied to other facets of life, such as self-control, persistence, time management, and goal setting.

Stress Relief and Recreation: Volleyball is a sport that is used for relaxation and stress reduction. A fun and entertaining method to unwind, relax, and let out pent-up energy is by participating in the sport. It gives people a way to unwind from the pressures of everyday life, enjoy time with friends, and participate in an enjoyable and physically active activity.

Competitive Spirit and Sportsmanship: Volleyball fosters a spirit of competition and teaches people the virtues of sportsmanship. Players learn to respect opponents, abide by the rules, and play fairly while competing to win. Volleyball promotes moral conduct and respect for others by emphasizing the value of graciousness in both triumph and failure.

Volleyball is a sport that has many positive health, educational, and social effects whether it is played recreationally or in competition. It offers a venue for one's own development, encourages collaboration and communication, and supports an active and healthy lifestyle.

Statement of The Problem

The purpose of this study is to compare some psychological factors in school volleyball players from rural and urban areas. The research will look at any psychological differences between volleyball players from rural and urban settings.

The study will look at the following psychological elements:

Self-confidence: This factor has to do with how much confidence and faith a person has in their own talents and abilities. It will investigate if rural and urban school volleyball players' levels of confidence differ.

Motivation: The internal or external forces that motivate people to engage in a certain activity are referred to as this variable. Examining the motivating elements that affect school volleyball players in rural and urban areas will show if there are any variations between the two groups.

Perceived stress: The subjective feeling of stress among people is measured by this variable. The study will look at any differences between rural and urban school volleyball players' perceptions of stress.

Team cohesion: This factor emphasizes the cohesiveness, harmony, and interpersonal interactions within a team. Researchers will compare the degree of team cohesiveness between rural and urban school volleyball players and look for any differences between the two.

Competitive anxiety: This variable is related to the anxiety, jitters, and tension felt before to or during competitive activities. The study will examine if the competitive anxiety levels of high school volleyball players in rural and urban areas vary.

The research intends to shed light on the possible effects of the rural-urban gap on the mental and emotional elements of high school volleyball players by evaluating these psychological factors. The results may influence methods to assist and improve young athletes' development in both rural and urban settings and will help us understand the psychological health of young athletes.

Objectives of The Study

The research objectives for a comparative study of selected psychological variables in rural and urban school volleyball players can be framed as follows:

1. To evaluate and contrast the self-confidence levels of school volleyball players in rural and urban areas.
2. To investigate and contrast the motivational factors that affect school volleyball players in rural and urban areas.
3. To gauge and contrast the perceived levels of stress among school volleyball players in rural and urban areas.
4. To compare and contrast the levels of team cohesion between school volleyball players in rural and urban areas.
5. To evaluate and contrast the levels of competitive anxiety felt by school volleyball players in rural and urban areas.
6. To offer suggestions and insights for fostering the psychological growth and well-being of school volleyball players in both rural and urban areas.

Delimitation

The limits and restrictions placed on the research are referred to as delimitations for a comparative examination of certain psychological characteristics in rural and urban school volleyball players. The scope and emphasis of the investigation are defined in part by these limits. Here are some potential boundaries for this study:

1. The research will concentrate on a particular geographic area that has both rural and urban schools in it. It could not include all rural and urban regions in the nation or the world, focusing instead on a specific area to make data gathering and analysis more manageable.

2. Based on factors like accessibility and availability, the research will include a particular number of rural and urban school volleyball players. The selection of participants may be based on criteria including school relationships, collaboration, and agreement, and the sample size may be small.

3. A specific age group or grade level of school volleyball players, such as middle or high school kids, may be the subject of the research. To preserve consistency and relevance in the chosen psychological factors, the study may exclude participants from different age groups.

4. According to the aims of the study, several psychological factors will be explicitly examined. Due to the need for concentration and manageability within the study scope, other psychological aspects not specifically specified in the goals may be eliminated.

5. A cross-sectional design for the study, which gathers data at a given time point, may be used. The research will not follow changes or advances in the chosen psychological variables over a long period of time, according to this delimitation.

Limitations

Limitations for a comparative study of selected psychological variables in rural and urban school volleyball players could include the following:

1. The study's findings may not be generalizable to all rural and urban school volleyball players due to the specific sample selection. The participants chosen may not fully represent the diverse range of rural and urban areas or different demographic characteristics within those areas.
2. The study may not account for all the contextual factors that could influence psychological variables. Factors such as cultural differences, socioeconomic status, educational resources, and community support systems might vary between rural and urban settings and could potentially affect the study outcomes.
3. The data collected for the study may rely on self-reporting by participants. This can introduce bias and limitations, as individuals may have different levels of self-awareness, social desirability biases, or difficulty accurately recalling or expressing their psychological experiences.
4. The study might not include a control group, making it challenging to attribute observed differences in psychological variables solely to the rural-urban divide. Without a comparison group, it becomes difficult to isolate the specific impact of the rural or urban environment on the variables under study.
5. The study's cross-sectional design may limit the understanding of how psychological variables may change or evolve over time in rural and urban school volleyball players. Longitudinal studies or follow-up assessments would be necessary to capture any developmental or situational changes.

Hypothesis

Hypothesis 1

H0: There will be no significant differences in self-confidence levels between rural and urban school volleyball players.

Ha: There will be significant differences in self-confidence levels between rural and urban school volleyball players.

Hypothesis 2

H0: Motivational factors influencing rural school volleyball players will not differ significantly from those influencing urban school volleyball players.

Ha: Motivational factors influencing rural school volleyball players will differ significantly from those influencing urban school volleyball players.

Hypothesis 3

H0: Rural school volleyball players will not significantly experience higher levels of perceived stress compared to urban school volleyball players.

H0: Rural school volleyball players will significantly experience higher levels of perceived stress compared to urban school volleyball players.

Hypothesis 4

H0: There will be significant differences in team cohesion levels between rural and urban school volleyball players.

Ha: There will be significant differences in team cohesion levels between rural and urban school volleyball players.

Hypothesis 5

H0: Rural school volleyball players will not significantly exhibit higher levels of competitive anxiety compared to urban school volleyball players.

Ha: Rural school volleyball players will significantly exhibit higher levels of competitive anxiety compared to urban school volleyball players.

Significance Of The Study

1. The study focuses on the comparison between rural and urban school volleyball players, shedding light on the potential impact of the rural-urban divide on psychological variables.
2. By identifying the variations in psychological variables between rural and urban school volleyball players, the study can inform the development of targeted interventions and support systems.
3. The study can contribute to promoting inclusivity and equality in sports.
4. The findings of the study can provide valuable insights for policymakers, educational institutions, and sports organizations.
5. The comparative study adds to the existing body of knowledge on sports psychology and the impact of environmental factors on psychological variables.

CHAPTER 2

LITERATURE REVIEW

Sports and physical education are disciplines that are practiced globally. In the midst of their now politically contentious existence, they cultivate global understanding and a sense of universal brotherhood. Sports movements are regarded as one of the main binders for fostering international harmony. It may also be a powerful tool for forging national unity and fostering national identity. Sports have evolved into a major worldwide communication tool. The level of competitiveness in sports nowadays is quite high, and anytime there is a competition, records are broken. Individual success is not achieved by only participating or practicing for a few days; rather, it results from years of relentless training that begin in infancy. A significant physiological factor may also play a role. (Jebabli et al. 2023; Navarro et al. 2023).

Review of Literature

Yudiana et al. (2022) One of the criteria used in volleyball learning is the Modified VIS application, which assesses a student's aptitude for doing the motion task that has been given to them. This is shown by the successes that students have achieved via an examination of the serve, receive, set, spike, block, and dig abilities, which demonstrate a high degree of success and are essential to success in playing volleyball. As a result, the use of VIS changes in the context of learning volleyball at school might be a substitute evaluation employed by instructors so that they can provide students specific feedback about the implemented learning objectives.

Musa et al. (2022) The results of the present study show that a player's ability to perform well in top men's indoor volleyball competitions may depend on their personality traits and level of psychological preparedness both during competition and training. It is shown that certain anthropometric characteristics might distinguish volleyball players in their individual positional positions. In this sport, the setters are seen to be heavier and recorded somewhat lower scores in psychological preparedness as well as performance skill delivery, while the spikers are significantly taller, slightly younger, and slightly heavier. The liberos are shown to produce technical performance that is somewhat middling, but they also exhibit stronger psychological skill methods for competition and practice preparedness and are shorter and

lighter than the other two positions. Therefore, it is tempting to infer from the results of the current study that even while each job has a unique profile that shows this, those distinctive traits are necessary for each position to assure success. However, the spikers are shown to have a few key characteristics and make a greater contribution to performance delivery, indicating that their contribution to the team's success in a crowded fixture tournament is not insignificant. However, it is crucial to emphasize that all roles must work together in order to get a performance advantage over the other team throughout the competition.

Mande (2022) The purpose of this research is to determine how training modifications affect players' psychological characteristics, levels of anxiety, and sense of drive to succeed. Selected Kabaddi players from 30 universities who competed at the intercollegiate level were given resistance training via various conditioning, intense, in-season, and off-season phases by varying the loads, intensities, and frequency of certain weight training exercises. Prior to various stages of training that created the initial scores and shortly after each season of resistance training phases, psychological factors such as anxiety and accomplishment motivation were assessed using standardized questionnaires. Using Repeated Measures of ANOVA, the obtained data on certain psychological factors such as anxiety and desire for accomplishment were statistically analyzed. Results showed that various training periods affected anxiety, and that the start and in-season phases differed significantly.

Ghotbi et al. (2021) The findings show that exhaustion of the ankle, knee, and hip muscles similarly reduced dynamic balance in terms of composite reach distance. The knee extensors and ankle PFs fatigue, however, have more of an impact on volleyball players' balance than the other muscles, according to an analysis of three primary directions.

Nishitha et al. (2020) For both adults and children, there is ample evidence that living an active lifestyle lowers the chance of developing certain illnesses. The goal of the research was to determine how certain physical and psychological factors among female students were affected by yoga practices. 24 female students were chosen from the women's residence at Bharathidasan University in Tiruchirappalli in order to fulfill the study's objectives. The participants were between the ages of 23 and 28. The following dependent variables were chosen based on their relevance to the current investigation and the investigator. The collected data from the two groups' pre and post test scores were statistically analyzed by applying dependent 't' test and Analysis of Covariance (ANCOVA) for each and every

selected variable separately. Physical variables, such as balance and flexibility, and psychological variables, such as resilience and assertiveness, were also examined.

Yallappa (2020) Only speed, leg explosive power, and cardiovascular endurance were shown to be substantially connected to success in Kabaddi among the six physical characteristics that were chosen, whereas flexibility was found to be not significantly correlated. Only anger and anxiety among the three psychological factors chosen were shown to be strongly connected with performance in Kabaddi. Self-confidence was found to be not significantly correlated with Kabaddi performance.

Samanta and Rout (2018) The aim of the research was to examine athletes' and Kho-Kho players' levels of hostility, self-concept, and competitive anxiety in sports. 120 male players from different colleges in West Bengal competing in the Inter College tournament (60 from each athlete and kho-kho) were chosen for the current research. The individual was between the ages of 18 and 25. Aggression, self-concept, and sports-related competitive anxiety were chosen as dependent variables. For the purposes of the research, self-concept and aggression questionnaires created by Anand Kumar and Preamp Shankar, as well as competitive anxiety (SCAT) questionnaires created by Rainer Martens, were employed. to learn how kho-kho players vary from sportsmen in terms of their participation in sports competitions As a statistical measure, the t-test was used to examine anxiety, self-concept, and aggressiveness. In terms of their anxiety levels related to sporting competitions, athletes and Kho-Kho players showed significant differences.

Upadhyay and Prof (2018) The amount of scientific data demonstrating the significant cognitive advantages of regular exercise is growing, which may make your academic work a bit less strenuous. It is not news that exercise is important. According to a quote from Thomas Jefferson, in order to succeed in school, a person should "give about two of them [people!] every day to exercise; for health must not be sacrificed to learning." The intellect is strengthened by a strong body. The study's goal was to look at the connections between students' academic success and three key psychological factors: self-esteem, self-efficacy, and achievement motivation. At Mahatma Gandhi University in Kottayam, 600 students enrolled in a variety of undergrad programs took part in this research. It was predicted that the student's academic success, self-worth, self-efficacy, and drive for accomplishment would be significantly correlated. The researcher used their mark list and estimated the proportion of

the total marks earned in the university degree exams. Using Pearson's Product Moment correlation, the data on motivation for achieving goals, self-worth, self-efficacy, and academic success were examined. The research discovered that among undergraduate students at Mahatma Gandhi University, Kottayam, self-efficacy had a substantial positive link with self-esteem and sports accomplishment motivation, but no significant correlation was identified with academic performance.

Anon (2016) This research compared the mental toughness of intercollegiate volleyball players from rural and urban origins. 100 male volleyball players who competed in intercollegiate volleyball tournaments were chosen as the sample. Their average age was 23.31 years. Equal numbers of respondents from urban and rural backgrounds are included in the chosen sample. The current research employed a mental toughness questionnaire created by Tiwari (2004) to gather data. At the.01 level of significance, the results show that urban male volleyball players had considerably stronger mental toughness than rural male volleyball players. The findings suggest that intercollegiate volleyball players may be distinguished based on their urban-rural belongingness in terms of psychological traits like mental toughness that are associated to sports performance.

Mili (2016) In this research, it was discovered that rural players outperformed urban players in terms of vital capacity, peak flow rate, chest, thigh, and calf circumference. However, as compared to rural players, urban players have a greater sense of who they are, but the differences between rural and urban cricket players in terms of anxiety and locus of control are minor.

Majeed (2016) The following 8 personality traits are compiled from the psychological characteristics of basketball and volleyball players in the current research using a variety of psychological variables. Four personality-related continuous variables were used for this investigation. The chosen dependent variables were tested on by each individual. When the F-ratio for means was found to be significant, the Scheffe's test was done as a post-hoc test to evaluate the paired mean differences. The data collected from the groups were statistically examined using the 't' test and One Way Analysis of Variance (ANOVA). To determine the significance, the degree of confidence was set at 0.05 for each instance.

Anon (2015) According to the study's findings, the experimental group who practiced yoga significantly reduced anxiety and increased desire for accomplishment compared to the control group. The degree of anxiety and drive for performance did not significantly improve in the control group.

Kathuria and Nanda (2013) When the momentum begins to change in one way or another during a tournament, some events seem to have a significant psychological impact. Athletes must maintain entire concentration and composure in the face of challenging conditions. According to the notion, mental toughness and anxiety are the two components of competitiveness that matter the most. The research aimed to examine psychological variations between team game participants and players of solo games. The information was gathered about the psychological trait known as mental toughness. (self-confidence, motivation, attention control, goal setting, visual & imaginary, attitude control).

Research Gaps

Research gaps of the study are given below;

1. Previous studies do not provide the evaluation of self-confidence levels of school volleyball players in rural and urban areas.
2. Previous studies do not provide investigation and contrast the motivational factors that affect school volleyball players in rural and urban areas.
3. Only few studies gauge and contrast the perceived levels of stress among school volleyball players in rural and urban areas.
4. Less number of studies compare and contrast the levels of team cohesion between school volleyball players in rural and urban areas.
5. No much studies contrast the levels of competitive anxiety felt by school volleyball players in rural and urban areas.

CHAPTER 3

RESEARCH METHODOLOGY

In everyday speech, the term "research" refers to the pursuit of knowledge. It may also be described as a methodical and scientific search for important data on a certain subject. It's a kind of scientific inquiry. The word "research" should only be used in a technical meaning since it refers to an academic activity. According to Clifford Woody, conducting research entails defining and redefining problems, formulating hypotheses or suggested solutions, gathering, organizing, and analyzing data, drawing deductions, and coming to conclusions. Finally, the conclusions are carefully tested to see if they agree with the hypotheses that were originally proposed.

The blueprint for gathering, measuring, and analyzing data relevant to the study questions is included in the research design. With a qualitative and quantitative approach, both descriptive and exploratory research methodologies were used for this empirical investigation. Both quantitative and qualitative research methods were employed in the study. The qualitative approach was chosen since it allowed for an explanation of the why, how, and how-not questions. As surveys and questionnaires were used to get quantifiable or numerical data from workers, the quantitative approach was also crucial.

The adopted methodology is explained as follows:

Step-1) Identification of factors affecting the selected psychological variables in rural and urban school volleyball players:

First, based on a study of the literature and discussions with experts, variables impacting the effect of working capital management on profitability of the automotive sector need to be identified.

Step-2) Questionnaire Design:

The questionnaire will be divided into two parts, part 1 and part 2. Part 1 of the survey addressed questions on the respondents' age, gender, monthly wage, level of education, happiness with their salaries, and kind of job. Part II will provide a list of the variables

influencing the chosen psychological variables in school volleyball players from rural and urban areas. Respondents will be questioned on the severity of each factor's effect on a five-point scale (1 to 5).

Step-3) Data Collection and Sampling:

Data will be collected via a Google form, and the sample method will be purposeful sampling.

Step-4) Validity of Questionnaire:

Additionally, experts were asked to calculate the proportion of queries that seemed to be relevant to them. Average Congruency Percentage (ACP) is the average of all expert percentages [Popham, 1978]. ACP indicates if a questionnaire is valid, that is, whether it measures the goals that it is designed to test. According to Poham (1978), if the ACP value is more than 90%, the questionnaire will also be legitimate.

Step-5) Reliability of Questionnaire data:

This research uses Cronbach's alpha to calculate the reliability of questionnaire data in order to demonstrate the internal consistency of the data. (Cronbach, 1951), which is given as follows;

Cronbach's alpha formula

If, we measure a quantity which is a sum of ***K***components (***K****-items*), that is, $X=Y_1+Y_2+Y_3+\cdots\cdots+Y_k$. Then, the Cronbach's α can be defined as-

$$\boldsymbol{\alpha = \frac{K}{K-1}\left(1 - \frac{\sum_{i=1}^{K} \sigma_{Y_i}^2}{\sigma_X^2}\right)} \qquad \textbf{(1)}$$

Where, σ_X^2 is The test results' observed overall variance, $\sigma_{Y_i}^2$ and the variation of component i for the respondents in the present sample. As shown in Table 1, data having Cronbach's alpha greater than 0.7 can be considered as reliable for further analysis.

Table 1: Recommendations for Reliability of Questionnaire

Cronbach's Alpha	**Internal Consistency**
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good

$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Step-6) Frequency and Descriptive Analysis of Data:

The number of times a certain value appears in the data is its frequency (f). A variable's distribution is its frequency pattern, or the collection of all conceivable values and the frequencies corresponding to those values. Frequency tables or charts are used to represent frequency distributions. Each factor's frequency analysis identifies the proportion of respondents that selected an agreed response. The frequencies technique in SPSS may generate frequency tables, bar charts, or pie charts as summary measures for categorical data. Additionally, the descriptive analysis of data calculates the data's mean and standard deviation.

Step-7) Hypothesis Testing:

The One-Way ANOVA test should be used to assess the validity of the hypothesis. To evaluate if there are any statistically significant differences between the means of two or more independent (unrelated) groups, the one-way analysis of variance (ANOVA) is employed (although you often only see it used when there are a minimum of three, rather than two groups). In order to determine if exam performance varied among students depending on their test anxiety levels, for instance, you may divide the students into three independent groups (for instance, low, medium, and high-stress students) and do a one-way ANOVA. It's also critical to understand that the one-way ANOVA is an omnibus test statistic and cannot reveal which particular groups were statistically significantly different from one another; it can only reveal that at least two groups were dissimilar. Determining how these groups vary from one another is crucial since your research design may have three, four, five, or more groups.

Tool and Techniques to be Used

SPSS and MS Excel Software

Dependent Variables of the Study

Impact on Psychological Variables

Independent Variables of the Study

Self-confidence, motivational factors, levels of perceived stress, levels of team cohesion, levels of competitive anxiety

CHAPTER 4

EXPECTED OUTCOMES

Expected outcomes of the study are given below.

1. This study will provide the evaluation of self-confidence levels of school volleyball players in rural and urban areas.
2. This study will provide the analysis of motivational factors that affect school volleyball players in rural and urban areas.
3. This study will provide the perceived levels of stress among school volleyball players in rural and urban areas.
4. This study will provide the comparison and contrast the levels of team cohesion between school volleyball players in rural and urban areas.
5. This study will provide the evaluation of levels of competitive anxiety felt by school volleyball players in rural and urban areas.

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